

1st Edition



# **LOUISVILLE QUALITY STANDARDS FOR OUT OF SCHOOL TIME PROGRAMS**

**Minimum Standards**

*A Tool for Achieving Quality Programming  
& Continuous Improvement*

**In cooperation with the Out of School Time Coordinating Council**

**Funded by the Wallace Foundation**

# Table of Contents

1. Introduction & Background.....	Pages 3-4
2. What are Quality Standards?.....	Page 5
3. Using Louisville's Quality Standards.....	Page 6
4. Directions for Self-Assessment & Tracking Quality Improvement.....	Page 7
5. Categories for Louisville's Quality Standards.....	Page 9
6. Minimum Quality Standards.....	Pages 10-16
7. Resources.....	Page 17
8. Glossary.....	Pages 18-20
9. Self-Assessment for Minimum Quality Standards.....	Pages 21-32
10. Checklist for Minimum Quality Standards.....	Page 33-34
11. Quality Improvement Plan.....	Page 35

Developed by a committee of out of school time providers, we acknowledge the participation of the following:

*Committee:*

Office of Youth Development  
YMCA of Greater Louisville  
Boys & Girls Clubs of Kentuckiana  
Louisville Youth Group  
Big Brothers Big Sisters  
Jefferson County Public Schools  
Metro United Way

*Pilot Participating Agencies:*

First Gethsemane Center for  
Family Development, Inc.  
Neighborhood House  
Lighthouse Promise  
YMCA of Greater Louisville  
Boys & Girls Clubs of Kentuckiana  
Big Brothers Big Sisters of Kentuckiana  
Louisville Urban League  
St George's Community Center  
Louisville Central Community Center  
Family & Children's Place  
Americana Community Center  
Highland Park Community Development  
Corporation

**Louisville Youth...**

***“HAVE** hope and show strength of character to achieve their goals, follow their dreams, respect others and contribute to bettering their community and the world.*

***HAVE** the skills and education to be self-reliant, healthy, engaged and economically thriving.*

***LIVE** in a caring community where everyone values, supports, invests in and fights for their success.”*

**-Louisville Youth Vision**

## Introduction & Background

Louisville Metro Government, Metro United Way and Jefferson County Public Schools have come together around creating a coordinated system for the enhancement of youth services in Louisville. This system will be guided by a multi-component set of strategies and recommendations dubbed Louisville’s *YouthPrint*.

*YouthPrint* held its first meeting in August 2009, sub-committees were formed to look at different areas and create the recommendations. The Program Landscaping, Quality, and Professional Development Committee was charged with creating high quality and consistent community-based standards for out of school time programs. The Committee consisted of representatives from a variety of local organizations including Jefferson County Public Schools, YMCA of Greater Louisville, Office of Youth Development, Metro United Way, Big Brothers Big Sisters of Kentuckiana, Louisville Youth Group, Boys & Girls Clubs of Kentuckiana and Metro Government Technology Department. Other organizations that made contributions to the committee were Metro Parks, Muhammad Ali Center, Kentucky Out of school Alliance, Neighborhood House, and several others.

The Committee collected data, research and other successful models from across the nation and worked in partnership with the Kentucky Out of school Alliance to create a single *framework* that could be used at both state and local levels. Thus, these Standards are a composite of what has already been tested through practice, and strive to reflect existing documents.

The *framework* consisted of establishing Categories, which connected to Elements, and then Standards for each Element, concluding with Indicators as a method of measuring performance associated with each Standard.

The Committee worked for many months developing what they thought was a comprehensive list of Quality Standards for Out of School Time. They then reviewed all the documents and developed a Glossary of Definitions to ensure the creation of a common language.

The Committee then hosted a series of local Community Meetings to review the Standards and gain input from local providers. This review series was attended by over 150 local providers representing faith-based and community-based providers, parks and recreation, education, and youth development organizations of all shapes and sizes. Changes were made in response to the feedback that was garnered and this first edition was adopted by the Committee in July 2011.

This is the first edition of the Louisville Quality Standards for Out of School Time Programs. This tool is designed to initiate important conversations about what is program quality. To ensure that the children and youth in Louisville thrive and have positive experiences, we need well designed and intentional programs that promote a diverse range of high quality, relevant and engaging activities. This tool provides programs, communities and stakeholders with ways to begin the important discussions about program quality.

**Special Acknowledgement:**

*We gratefully acknowledge that the Kentucky Out of School Alliance, through a contract with the Kentucky Cabinet for Health and Family Services, Department of Community Based Services, Division of Child Care, provided a draft framework for these standards and facilitated the process for standard development on the state level. Louisville's Quality Standards for Out of school Time Programs align with the Kentucky School Age Quality Framework.*

## What are Quality Standards?

Quality Standards and indicators capture the practices that have been demonstrated through research, to lead to quality programs. Quality programs result in positive outcomes for children and youth in school age programs.

### Research shows that high quality out of school time programs . . .

- ✓ Have clearly defined and measurable goals that address their community's specific needs and interests
- ✓ Implement activities to meet those program goals
- ✓ Incorporate youth development policies and practices in their programs
- ✓ Use data to evaluate their progress

### Who are Quality Standards for?

Quality standards can apply to any program that works with children and youth in an out of school time setting. Some examples are: 4-H, Community Centers, YMCA's, coaches, recreation leaders, and youth development program providers.

### The goals for Quality Standards and why they are critical

- ✓ Define what quality out of school time programming looks like
- ✓ Serve as a foundation for decisions and practices in all settings and programs
- ✓ Establish a set of standards that support the professionalism of the child and youth development field
- ✓ Were developed based on documented research
- ✓ Provide an ongoing framework to advance the field and increase the quality of programs offered

## Using Louisville's Quality Standards

### Ways Minimum & Comprehensive Quality Standards can be used:

1. Assess the quality of the program through self-assessment and determine areas to work on for quality improvement
2. Identify specific areas of need for future professional development training and education
3. Help families and communities understand the quality expectations of out of school time professionals and programs and assist in selection of programs
4. Assist higher education and training institutions in coordinating and designing course content
5. Develop and implement federal, state, and local policies that will enhance the professionalism of the field
6. Create a framework for schools, communities, and programs to determine what a quality program looks like and how it can have positive results for children and youth

### Minimum Quality Standards & Directions for Self-Assessment

The Quality Standards for Out of school Time Programs can assist organizations in developing new programs and increase the quality of existing programs. The Minimum Quality Standards for Out of school Time Programs identifies which standards need to be in place for ALL programs, **as minimums**, and is comprehensive enough to apply to all existing programs that are striving for continuous improvement toward quality. As a result, not all Quality Standards may be applicable to all agencies/organizations. We look forward to creating an external assessment process in our 2nd Edition of the Louisville Quality Standards for Out of School Time Programs.

## Directions for Self-Assessment & Tracking Quality Improvement

### Self-Assessment

It is recommended that programs use a team approach when conducting the self-assessment. Greater strides will be made when all involved parties contribute to the process and help shape a program's goals. The process below describes the procedure that can be used by out of school time staff to conduct a program self-assessment.

Participants in this self-assessment process should individually rate the content and management of the program based on the frequency with which the program achieves higher levels of quality as described in each of the Comprehensive Quality Standards and indicators.

- The sections below each standard are indicators of how that Quality Standard might be seen in an out of school time program. Not all indicators will be present in each program.
- Use the following scale to determine the rating and frequency of the standards and indicators within the program:
  - Meets Standard: The indicator describing the Quality Standard is present consistently and at a high level of quality.
  - Working on Standard: The indicator is present some of the time, but may not be across all program components or is not followed consistently.
  - Not Yet Addressed: The indicator is not currently present, but plans to include this component to increase program quality will be developed.
  - N/A: This only applies to instances when the program components do not apply based on the type of program that is being rated.

A Program Leader or Site Director can facilitate the team approach to the Comprehensive Standards Quality Self-Assessment by:

- Engaging all program staff in the launch of the self-assessment process, emphasizing the value of program quality improvement.
- Distributing the *Louisville Quality Standards for Out of School Time Programs (Comprehensive Standards)* and the self-assessment checklist to all program staff; ensuring the staff review and become familiar with them in advance.
- Allotting each staff member the necessary time to complete an individual self-assessment for the Quality Standards to the best of their knowledge and experiences.

- Convening program staff as a group to discuss their individual observations, agreeing on a group consensus rating, and deciding on the top priorities for quality improvement.
- Creating a program-wide Self-Assessment Checklist that reflects the staff's agreement on ratings and consensus of priorities for improvement.
- Developing program goals with an Action Plan.
- Monitoring the Action Plan and its timeline to ensure progress is being made on schedule.
- Celebrating your team's successes in meeting your program's goals for improvement!

The self-assessment contained in this document is meant to provide each agency with an accurate picture of how well it meets the Minimum Quality Standards. In order for an agency to meet a standard, it must provide evidence that it meets 80% of the indicators for that standard unless otherwise noted. This evidence can be documentable (D), observable (O) or both (D&O) depending on the indicator. Here is an example of a completed assessment on one standard:

Element 5.3 Policies and Procedures					
<b>Standard 5.3.2:</b> The program encourages a minimum of two adult staff be present at the facility at all times during program operation hours.					
<b>Indicators: (Must meet 4 of 5 indicators)</b>					
<ul style="list-style-type: none"> <li>• Organization policies and procedures encourages that a minimum of two staff members be present at all times during operation hours (D)</li> <li>• There is a plan to provide adequate coverage in case of emergency or staff absence (D)</li> <li>• Young people are not left unattended (O)</li> <li>• Staff supervises the arrivals and departures of young people (O)</li> <li>• At least one person with current first aid CPR is present at all times (O)</li> </ul>				YES	NO
				X	
					X
				X	
				X	X
<b>Self-Assessment: (Circle One)</b>	<i>Meets Standard</i> <i>Working on Standard</i> <i>Not Yet Addressed</i> <i>N/A</i>				
<b>Strategies/Plan to work toward or to meet Standard:</b> Schedule CPR training for staff not yet certified. Create floater position in case of staff absence or emergency.					

### Quality Improvement Plan

After completing the self-assessment, it is important that each agency develop a Plan and track its quality improvement efforts using the Quality Improvement *Plan* provided in this document.



# Louisville Quality Standards For Out of School Time Programs

Category 1: Environments



Category 2: Program Evaluation



Category 3: Health, Safety & Nutrition



Category 4: Professional Development



Category 5: Program Management



Category 6: Program Structure



Category 7: Governance



Category 8: Relationships



## Minimum Quality Standards

These Quality Standards are the minimum standards that should be in place for all agencies that operate programs for young people.

### **Standard 1.1.2:**

Environment is physically accessible to children, youth, staff and families with disabilities.

#### **Indicators:**

- The environment has accessible ramps or elevators for individuals with disabilities
- Individuals with disabilities can access environment without assistance
- There are appropriate signs designating accessibility
- Any materials and supplies needed are available and accessible for individuals with disabilities

### **Standard 2.1.1:**

Measurable goals are aligned with the organization's vision and mission statements.

#### **Indicators:**

- Organization vision and mission is written and visible to all stakeholders
- Measurable program goals are written and aligned with organizational vision and mission
- Staff are aware of program goals and how they align with vision and mission

### **Standard 2.1.3:**

Programs are systematically evaluated for effectiveness and satisfaction by young people, staff and parents/guardians at least annually.

#### **Indicators:**

- Organization collects various types of data (focus groups, surveys and/or evaluations) and can demonstrate how it is used to measure quality, program effectiveness, impact and quality improvement
- Conducts focus groups, surveys, and/or evaluations with staff, young people, families, volunteers and/or stakeholders, at least annually
- A plan for monitoring and assessing the program is designed and implemented
- All stakeholders have the opportunity to participate in the evaluation process and receive results
- Based on evaluation results, organization makes adjustments to increase effectiveness and satisfaction

**Standard 3.2.1:**

Staff supervises young people at all times, to ensure their safety.

**Indicators:**

- Staff can be observed supervising young people at all times
- Young people are not left alone during hours of operation
- Staff models and teaches good safety habits to young people
- Written emergency procedures are posted in plain view
- Charged fire extinguishers are present in program areas
- First aid kits are available and visible to staff and young people
- All program space entrances are supervised for security

**Standard 3.2.2:**

Staff is trained in CPR and First Aid.

**Indicators:**

- Documentation of First Aid and CPR certification for staff is available
- At least one staff person who is certified in First Aid and CPR is available during hours of operation

**Standard 3.2.3:**

Staff identifies documents and reports suspected abuse and neglect.

**Indicators:**

- Staff are aware of abuse and neglect laws
- Staff are trained to recognize, document and report abuse and neglect
- Program policies and procedures include the legal requirements for reporting of abuse and neglect

**Standard 3.2.4:**

Program space is kept free of health or safety hazards and the outdoor and/or indoor space meets or exceeds local health and safety guidelines.

**Indicators:**

- |  |   |
|--|---|
| • Staff have been trained and meet all health and safety guidelines  | • All toxic materials are kept in original, labeled containers  |
| • Regular health & safety checks are conducted   | • Trash is removed each day from facility   |
| • Health and safety hazards are addressed in a timely fashion  | • All areas have proper lighting  |
| • Staff are trained to report health and safety hazards  | • Stairways, hallways and exits are unobstructed  |
| • Young people are instructed on the importance of reporting health and safety hazards   | • Fire drills are conducted at least annually   |
| • Organization has health, safety and nutrition and emergency/disaster plan included in their policies and procedures and they are available to all participating families | • Portable space heaters are not permitted  |
|  | • Weapons and firearms are prohibited, except when they are part of a learning activity, i.e. archery |
|  | • Staff encourages good hygiene practices   |

**Standard 3.2.5:**

For programs that provide transportation, there are established written policies to ensure the safety of staff and young people; and the program complies with all legal requirements for vehicles and drivers.

**Indicators:**

- Policies and procedures for transportation are available for review, and include use of cell phones and tobacco and other drugs
- Staff have been trained in transportation policies and procedures
- Vehicles receive regular manufacturers recommended maintenance and safety checks
- Visual safety checks are conducted with each use of vehicle
- Current proof of insurance must be on file with organization
- All vehicles, where legally required, are equipped with safety restraints and first aid kits
- All staff driving vehicles must be 21 or older, with a valid driver's license and have a good driving record, which is checked annually
- Young people must have written parental consent prior to being transported
- Doors on vehicle must be locked and young people must wear safety restraints whenever vehicle is in motion
- A copy of a valid driver's license for each staff person will be kept on file

**Standard 4.2.1:**

Volunteers are trained.

**Indicators:**

- All volunteers receive a written job description
- All volunteers attend an orientation prior to starting
- Staff works closely with volunteers to provide appropriate training and supervision
- Volunteers attend regular meetings where they have an opportunity to provide input and ask questions
- Volunteers are provided opportunities to attend staff development training

**Standard 4.3.2:**

Opportunities for ongoing training are provided in order to engage and retain qualified staff.

**Indicators:**

- A minimum of 15 hours (6 hours for part-time staff) of professional development is required on an annual basis
- Program administration and site directors shall also have training in financial management and staff supervision as part of their annual professional development training
- Adequate training records are kept on file to ensure staff meet training needs
- Staff receive training in First-Aid & CPR
- Staff receive training in identifying and reporting child abuse and neglect

**Standard 5.1.1:**

Administration provides fiscal management and program oversight through sound budgeting and accounting principles. The program maintains a budget and accounting system with accurate records of funds, both received and dispersed.

**Indicators:**

- **Fiscal management supports the program goals**
- **Administration adopts an annual budget**
- **Administration utilizes an appropriate accounting system and maintains accurate records of revenue and expenses**

**Standard 5.2.1:**

A standard hiring process is implemented that ensures all staff (paid and unpaid) have the personal attributes and ability to learn needed skills and professional qualifications appropriate for their position.

**Indicators:**

- **Staff, board, families and young people are enlisted to conduct a comprehensive assessment**
- **Assessment information is utilized for planning and quality improvement purposes**
- **Staff, board, families and young people are involved in both long-term and short-term planning, and daily decision-making where appropriate**
- **Strategic planning is completed and long term plans developed**
- **Staff are aware of strategic plan and assist with implementation**

**Standard 5.2.2:**

Staff is provided with an orientation that includes a review of the job description, personnel policies, program policies, mission and goals, procedures and quality standards.

**Indicators:**

- **New staff members receive comprehensive job orientation**
- **New staff members are introduced to program quality standards**
- **New staff members are introduced to and sign code of ethics**

**Standard 5.3.1:**

The organization has a manual of all policies and procedures that is distributed and/or available to staff, young people, families, schools and community members.

**Indicators:**

- **All staff members have copies or access to policies and procedures manual**
- **Young people and families demonstrate at least a general understanding of organization policies and procedures**
- **Parents of participants, schools and community members may review policies and procedures manual upon request**

- Staff are aware of organizational policies and procedures and act accordingly
- Organization policies and procedures are reviewed and updated regularly

**Standard 5.3.3:**

The program maintains an appropriate staff/participant ratio based on the ages and abilities of young people and/or types of activities.

**Indicators:**

- Staff to participant ratio is appropriate for age and ability of young people and no less than:
  - 1 – 25 for school age youth

**Standard 5.3.4:**

The program maintains accurate records of participants, staff and volunteers.

**Indicators:**

- Organization maintains & secures all participant and staff records including:
  - Participant age, school address, phone, participation rate, emergency info, etc.
  - Staff compensation, benefits, hours, record checks, etc.

**Standard 6.2.1:**

The program schedule is consistent enough to establish a routine, yet offers flexibility to meet the individual or situational needs of all participants.

**Indicators:**

- Program structure is consistent and predictable
- Activities and projects are sequential with clear steps and progressions
- Young people go through several activities or segments in a program day

**Standard 6.3.1:**

Program curriculum/activities are intentionally planned to align with the mission and goals of the program and promote the development of all young people.

**Indicators:**

- The mission of the program is repeatedly stressed at all planning meetings
- Staff are aware of, and communicate, how each activity works towards achieving program goals
- Programs foster a sense of belonging and membership to the organization
- Program activities are consistent with mission and philosophy

**Standard 6.3.4:**

The program provides activities that engage young people in hands-on, interactive activities.

**Indicators:**

- The program utilizes learning strategies that engage the creativity of young people
- Participants are involved in hands-on learning
- Participants are involved in project-based learning

- Program allows young people to master new skills

**Standard 7.1.1:**

Organization has a Board/Advisory Council and the member's roles and responsibilities are written and well-defined.

**Indicators:**

- The By-Laws include Board/Advisory Council members roles and responsibilities
- There is a published regular Board/Advisory Council meeting schedule (no less than once a year)
- New Board/Advisory Council Members receive a Handbook

**Standard 8.2.2:**

Staff relates to all young people in positive ways.

**Indicators:**

- Staff relationships with young people are positive, supportive, nurturing, and consistent
- Staff treat young people with respect, listen to what they say and respond to all young people with acceptance
- Staff place high values on exhibiting mutual assistance, respect, patience, and consistently meeting high expectations
- Confidentiality guidelines are made clear and all commitments of confidentiality made by staff are scrupulously kept
- Young people are able to depend on staff being prepared and on-time
- Staff can frequently be observed smiling and offering positive affirmations for appropriate children's behavior
- Positive affirmations are in the form of encouragement rather than simple praise, and include reflective listening, inquiry with open-ended questions, and setting of additional goals.

**Standard 8.2.3:**

Staff encourages young people to make positive choices and to develop personal responsibilities.

**Indicators:**

- Staff provide appropriate mentoring and/or role modeling
- Staff set appropriately high expectations for young people
- Staff help young people make informed choices
- Staff encourage young people to support and respect one another

**Standard 8.4.2:**

The program fosters positive, regular communication with families in a variety of formats.

**Indicators:**

- Staff models and communicates enthusiasm about lifelong learning
- Staff asks open-ended questions that encourage young people to think for themselves
- Staff share skills and resources to help young people gain information and solve problems
- Staff are able to accommodate young people with different skill levels and learning styles



[www.naaweb.org](http://www.naaweb.org)

## Resources

Standards for Baltimore After-School  
Opportunities  
[www.safeandsound.org](http://www.safeandsound.org)

Denver Guidelines for Quality Youth  
Programming  
[http://dce.dpsk12.org/stories/storyReader\\$12](http://dce.dpsk12.org/stories/storyReader$12)

Best Practices and Indicators for Out of school  
Time Programs in the District of Columbia  
[www.cyitc.org](http://www.cyitc.org)

Quality Standards of Care for After School  
Programs: Grand Rapids, Michigan  
[www.grand-rapids.mi.us/index.pl?binobjid=4207](http://www.grand-rapids.mi.us/index.pl?binobjid=4207)

High Scope-Youth Program Quality Assessment  
[www.highscope.org](http://www.highscope.org)

Indiana Afterschool Standards: Advancing  
Quality Programs  
[www.indianaafterschool.org](http://www.indianaafterschool.org)

Afterschool Programs Basic Standards:  
Afterschool Coalition of Indianapolis  
<http://afterschoolcoalition.org/>

The Kentucky School-Age Quality Framework  
[www.chfs.ky.gov](http://www.chfs.ky.gov)

National Afterschool Association Code of  
Ethics

Maryland Out of school Time Program's  
Quality Standards Framework  
<http://mdoutofschooltime.org/Quality.html>

Model Standards for Out of school Time  
Programs in Michigan  
[www.michigan.gov/mde](http://www.michigan.gov/mde)

Missouri Afterschool Program Standards  
[www.moasn.org](http://www.moasn.org)

Quality Guidelines for Ohio's Afterschool  
Programs  
<http://ohioafterschoolnetwork.org>

Core Standards for Philadelphia's Youth  
Programs  
[http://www.sp2.upenn.edu/ostrc/docs/core\\_standards/Core\\_Standards.pdf](http://www.sp2.upenn.edu/ostrc/docs/core_standards/Core_Standards.pdf)

Guide to Afterschool Quality Standards:  
Providence, Rhode Island  
[www.mypasa.org](http://www.mypasa.org)

## Glossary

**Accessible** – providing access; capable of being reached; capable of being used or seen.

**Activities** – structured planned interactions led by staff or volunteers.

**Administrator(s)** – management personnel including directors, program planners and supervisors who have overall responsibility for the operation of the out of school time program.

**Advisory Council** - a body/group of individuals that advises the board of directors and/or management of an organization but does not have authority to vote on corporate matters, nor a legal fiduciary responsibility.

**Assessment** - a form of evaluation that could include observation, tracking, survey, interpretation and documentation or testing.

**Best Practices** – a best practice is a generally-accepted technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

**Board of Directors** – a group of interested community members with fiduciary responsibility to oversee and plan for the sustainability of an organization and its mission.

**Categories** - the classification areas within the Louisville Quality Program Standards.

**Children** – elementary school age range young persons.

**Curriculum** – a collection of age appropriate learning activities, materials, resources and methods, which guide instruction with an intentional purpose to advance a child's social, emotional, physical, cognitive and/or creative well-being.

**Data** – quantitative and qualitative information about a youth program (designed to measure program outcomes, assess quality, inform constituencies, develop strategies, assess needs, etc.).

**Developmentally Appropriate** – designed to respond to the individual developmental needs of children and youth.

**Director and/or Site Coordinator** – individual who oversees the programs, activities and collaborative processes in an out of school time program or site.

**Elements** – essential criteria components of each standard category within the Louisville Quality Program Standards.

**Environment** – safe, nurturing, physically accessible combination of external physical conditions that affect and influence growth and development of children/youth, including age and developmentally appropriate materials, curricula, space, furnishings and interactions for out of school time facilities.

**Facility** – a structurally sound building used to house out of school time programs.

**Mission Statement** - is a formal, short, written statement of the purpose of an organization. The mission statement should guide the actions of the organization, spell out its overall goal, provide a sense of direction, and guide decision-making.

**Out of school Time (OST)** - refers to all youth programming that takes place beyond regular school hours, to include before and after school, summer, week-ends, holidays and full days.

**Outcomes** – the actual impacts/benefits/changes for child/youth(s) during or after, as a result of participation in an out of school time program usually expressed in terms of: knowledge, skills, behaviors and/or values.

**Parent/Guardian** - legal and primary caregiver for young people.

**Policies and Procedures** – an evolving set of principles, rules and regulations used to govern the operational methods of an organization designed to maximize effectiveness and minimize liability.

**Professional Development** – opportunities for growth, formal or informal, through coursework, credentialing, and/or ongoing training, which are based on organizational and/or individual needs as indicated through regular assessment.

**Program** – a set of organized structured activities designed to achieve a certain goal.

**Program Structure** – activities that emphasize developmentally appropriate social, emotional, recreational and educational opportunities.

**Quality** - measure or grade of excellence that meets or exceeds Louisville Quality Program Standards.

**Relationships** – ongoing interactions between any two people (adult and/or youth) designed to foster a sense of trust, respect and cooperation.

**Staff** – may include any paid or volunteer individual(s) who provides direct services to or has contact with children/youth.

**Standard**- an established and well-defined measure to promote consistency, enhance quality and increase effectiveness.

**Sustainability** – the act of planning and acquiring resources for the durability and long-term maintenance of an out of school time program.

**Vision Statement** - is a picture of your organization in the future, but it's so much more than that, a vision statement is the inspiration and the framework for strategic planning, a vision statement may apply to the organization and/or the young people served. A vision statement answers the question, "Where do we want to go?"

**Volunteer** – anyone who contributes time, energy, or talent to an out of school time program and does not receive compensation for his /her efforts.

**Young Adult** – a youth between the ages of 18 and 24.

**Youth** – young person in middle and high school age range.

**Youth Organization** – an agency established for the purpose of meeting the needs of children, youth and families.

**Youth Service Provider** – an organization that provides out-of school time programs and services for children and youth.

## Minimum Quality Standards Self-Assessment Forms

Agency Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor/Job Title: \_\_\_\_\_/\_\_\_\_\_

Category 1: Environment					
Element 1.1 Indoor and/or Outdoor Environments					
<b>Standard 1.1.2</b> Environment is physically accessible to children, youth, staff and families with disabilities.					
<b>Indicators: (Must meet 3 of 4 indicators)</b>					
<ul style="list-style-type: none"> <li>The environment has accessible ramps or elevators for individuals with disabilities (O)</li> <li>Individuals with disabilities can access environment without assistance (O)</li> <li>There are appropriate signs designating accessibility (O)</li> <li>Any materials and supplies needed are available and accessible for individuals with disabilities (O)</li> </ul>				YES	NO
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>	

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

---



---

Category 2: Program Evaluation and Assessment					
Element 2.1: Program					
<b>Standard 2.1.1</b> Measurable goals are aligned with the organization's vision and mission statements.					
<b>Indicators: (Must meet all indicators)</b>					
<ul style="list-style-type: none"> <li>Organization vision and mission is written and visible to all stakeholders (D&amp;O)</li> <li>Measurable program goals are written and aligned with organizational vision and mission (D)</li> <li>Staff are aware of program goals and how they align with vision and mission (D&amp;O)</li> </ul>				YES	NO
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>	

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

---



---

**Category 2: Program Evaluation and Assessment****Element 2.1 Program****Standard 2.1.3** Conducts focus groups, surveys, and/or evaluations with staff, young people, families, volunteers and/or stakeholders, at least annually.

Indicators: (Must meet 4 of 5 indicators)		YES	NO
<ul style="list-style-type: none"> <li>Organization collects various types of data (focus groups, surveys and/or evaluations) and can demonstrate how it is used to measure quality, program effectiveness, impact and quality improvement (D)</li> <li>Conducts focus groups, surveys, and/or evaluations with staff, young people, families, volunteers and/or stakeholders, at least annually (D&amp;O)</li> <li>A plan for monitoring and assessing the program is designed and implemented (D&amp;O)</li> <li>All stakeholders have the opportunity to participate in the evaluation process and receive results (D&amp;O)</li> <li>Based on evaluation results, organization makes adjustments to increase effectiveness and satisfaction (D&amp;O)</li> </ul>			
<b>Self-Assessment: (Circle One)</b>	Meets Standard	Working on Standard	Not Yet Addressed
			N/A

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

---



---

**Category 3: Health, Safety and Nutrition****Element 3.2 Safety****Standard 3.2.1** Staff supervises young people at all times, to ensure their safety.

Indicators: (Must meet 6 of 7 indicators)		YES	NO
<ul style="list-style-type: none"> <li>Staff can be observed supervising young people at all times (O)</li> <li>Young people are not left alone during hours of operation (O)</li> <li>Staff models and teaches good safety habits to young people (O)</li> <li>Written emergency procedures are posted in plain view (O)</li> <li>Charged fire extinguishers are present in program areas (O)</li> <li>First aid kits are available and visible to staff and young people (O)</li> <li>All program space entrances are supervised for security (O)</li> </ul>			

<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>
-------------------------	-----------------------	----------------------------	--------------------------	------------

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 3: Health, Safety and Nutrition Element 3.2 Safety				
<b>Standard 3.2.2</b> Staff is trained in CPR and first aid.				
<b>Indicators: (Must meet all indicators)</b>			<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>Documentation of First Aid and CPR certification for staff is available (D)</li> <li>At least one staff person who is certified in First Aid and CPR is available during hours of operation (D)</li> </ul>				
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 3: Health, Safety and Nutrition Element 3.2 Safety				
<b>Standard 3.2.3</b> Staff identifies, documents and reports suspected child abuse and neglect.				
<b>Indicators: (Must meet all indicators)</b>			<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>Staff are aware of abuse and neglect laws (D&amp;O)</li> <li>Staff are trained to recognize, document and report abuse and neglect (D&amp;O)</li> <li>Program policies and procedures include the legal requirements for reporting of abuse and neglect (D)</li> </ul>				
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Category 3: Health, Safety and Nutrition****Element 3.2 Safety**

**Standard 3.2.4** Program space is kept free of health and safety hazards and the outdoor and/or indoor space meets or exceeds local health and safety guidelines.

Indicators: (Must meet 11 of 14 indicators)		YES	NO
<ul style="list-style-type: none"> <li>• Staff have been trained and meet all health and safety guidelines (D)</li> <li>• Regular health and safety checks are conducted (D)</li> <li>• Health and safety hazards are addressed in a timely fashion (D &amp; O)</li> <li>• Staff are trained to report health and safety hazards (D)</li> <li>• Young people are instructed on the importance of reporting health and safety hazards (D&amp;O)</li> <li>• Organization has health, safety, nutrition and emergency/disaster plan included in their policies and procedures and they are available to all participating families (D)</li> <li>• All toxic materials are kept in original, labeled containers (O)</li> <li>• Trash is removed each day from facility (O)</li> <li>• All areas have proper lighting (O)</li> <li>• Stairways, hallways and exits are unobstructed (O)</li> <li>• Fire drills are conducted at least annually (D)</li> <li>• Portable space heaters are not permitted (D)</li> <li>• Weapons and firearms are prohibited, except when they are part of a learning activity, i.e. archery (D)</li> <li>• Staff encourages good hygiene practices (O)</li> </ul>			
<b>Self-Assessment:</b>	<i>Meets Standard</i> <i>Working on Standard</i> <i>Not Yet Addressed</i>	N/A	

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Category 3: Health, Safety and Nutrition					
Element 3.2 Safety					
<b>Standard 3.2.5</b> For programs that provide transportation, there are established written policies to ensure the safety of staff and young people; and the program complies with all legal requirements for vehicles and drivers.					
<b>Indicators: (Must meet 8 of 10 indicators)</b>					
<ul style="list-style-type: none"> <li>• Policies and procedures for transportation are available for review, and include use of cell phones and tobacco and other drugs (D)</li> <li>• Staff have been trained in transportation policies and procedures (D)</li> <li>• Vehicles receive regular manufacturers recommended maintenance and safety checks (D)</li> <li>• Visual safety checks are conducted with each use of vehicle (O)</li> <li>• Current proof of insurance must be on file with organization (D)</li> <li>• All vehicles, where legally required, are equipped with safety restraints and first aid kits (O)</li> <li>• All staff driving vehicles must be 21 or older, with a valid driver's license and have a good driving record, which is checked annually (D)</li> <li>• Young people must have written parental consent prior to being transported (D)</li> <li>• Doors on vehicle must be locked and young people must wear safety restraints whenever vehicle is in motion (O)</li> <li>• A copy of a valid driver's license for each staff person will be kept on file (D)</li> </ul>				YES	NO
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>	

Strategies/Plan to work toward or to meet Standard:

---



---



---

Category 4: Professional Development					
Element 4.2 Volunteer Training					
Standard 4.2.1 Volunteers are trained.					
Indicators: (Must meet 4 of 5 indicators)				YES	NO
<ul style="list-style-type: none"> <li>• All volunteers receive a written job description (D)</li> <li>• All volunteers attend an orientation prior to starting (O)</li> <li>• Staff works closely with volunteers to provide appropriate training and supervision (O)</li> <li>• Volunteers attend regular meetings where they have an opportunity to provide input and ask questions (O)</li> <li>• Volunteers are provided opportunities to attend staff development training (O)</li> </ul>					
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>	

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 4: Professional Development			
Element 4.3 Opportunities for Professional Growth			
Standard 4.3.2 Opportunities for ongoing training are provided in order to engage and retain qualified staff.			
Indicators: (Must meet 5 of 6 indicators)		YES	NO
<ul style="list-style-type: none"> <li>• A minimum of 15 hours (6 hours for part-time staff) of professional development is required on an annual basis (D&amp;O)</li> <li>• Program administration and site directors shall also have training in financial management and staff supervision as part of their annual professional development training (D&amp;O)</li> <li>• Organization provides a variety of job related training to assist staff to enhance their skills (D&amp;O)</li> <li>• Adequate training records are kept on file to ensure staff meet training needs (D)</li> <li>• Staff receive training in First-Aid &amp; CPR (D&amp;O)</li> <li>• Staff receive training in identifying and reporting child abuse and neglect (D&amp;O)</li> </ul>			

Self-Assessment:	Meets Standard	Working on Standard	Not Yet Addressed	N/A
------------------	----------------	---------------------	-------------------	-----

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Category 5: Program Management

#### Element 5.1 Sustainability and Fiscal Infrastructure

**Standard 5.1.1** Administration provides fiscal management and program oversight through sound budgeting and accounting principles. The program maintains a budget and accounting system with accurate records of funds, both received and dispersed.

Indicators: (Must meet all indicators)	YES	NO
<ul style="list-style-type: none"> <li>Fiscal management supports program goals (D)</li> <li>Administration adopts annual budget (D)</li> <li>Administration utilizes an appropriate accounting system and maintains accurate records of revenue and expenses (D)</li> </ul>		

Self-Assessment:	Meets Standard	Working on Standard	Not Yet Addressed	N/A
------------------	----------------	---------------------	-------------------	-----

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Category 5: Program Management

#### Element 5.2 Human Resources

**Standard 5.2.1** A standard hiring process is implemented that ensures all staff (paid and unpaid) have the personal attributes, ability to learn needed skills and professional qualifications appropriate for their position.

Indicators: (Must meet 6 of 8 indicators)	YES	NO
<ul style="list-style-type: none"> <li>All staff positions are posted and advertised (D)</li> <li>Applications are screened for appropriate education and experience (D)</li> <li>Reference, state and national criminal records screening, and previous job (D) performance checks are completed and kept on file for paid/unpaid staff (D)</li> <li>Interviews are conducted prior hiring and paid/unpaid staff are observed interacting with young people (D)</li> <li>There is a written job description for all paid/unpaid staff (D)</li> <li>Administration oversees and documents personnel process including dates of application, commencement, termination and retention for their positions (D)</li> <li>All staff have appropriate education and skills required for their positions (D)</li> <li>Staff may be screened for drug use (D)</li> </ul>		

<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>
-------------------------	-----------------------	----------------------------	--------------------------	------------

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 5: Program Management Element 5.2 Human Resources				
<b>Standard 5.2.2</b> Staff is provided with an orientation that includes a review of the job description, personnel policies, program policies, mission and goals, procedures and quality standards.				
<b>Indicators: (Must meet all indicators)</b>			<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>New staff members receive comprehensive job orientation (D)</li> <li>New staff members are introduced to program quality standards (D)</li> <li>New staff members are introduced to and sign code of ethics (D)</li> </ul>				
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 5: Program Management Element 5.3 Policies and Procedures				
<b>Standard 5.3.1:</b> The organization has a manual of all policies and procedures that is distributed and/or available to staff, young people, families, schools and community members.				
<b>Indicators: (Must meet 4 of 5 indicators)</b>			<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>All staff members have copies of access to policies and procedures manual (D)</li> <li>Young people and families demonstrate at least a general understanding of organization policies and procedures (O)</li> <li>Parents of participants, schools and community members may review policies and procedures manual upon request (D&amp;O)</li> <li>Staff are aware of organizational policies and procedures and act accordingly (O)</li> <li>Organization policies and procedures are reviewed and updated regularly (D)</li> </ul>				
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Category 5: Program Management****Element 5.3 Policies and Procedures**

**Standard 5.3.3** The program maintains an appropriate staff/participant ratio based on the ages and abilities of young people and/or types of activities.

Indicators: (Must meet all indicators)		YES	NO
<ul style="list-style-type: none"> <li>1-25 for school age youth (O)</li> </ul>			
<b>Self-Assessment:</b>	<i>Meets Standard</i> <i>Working on Standard</i> <i>Not Yet Addressed</i> <i>N/A</i>		

Strategies/Plan to work toward or to meet Standard:

---



---



---

**Category 5: Program Management****Element 5.3 Policies and Procedures**

**Standard 5.3.4** The program maintains accurate records of participants, staff and volunteers.

Indicators: (Must meet all indicators)		YES	NO
<ul style="list-style-type: none"> <li>Organization maintains &amp; secures all participant and staff records including:               <ul style="list-style-type: none"> <li>Participant age, school address, phone, participation rate, emergency info, etc. (D)</li> <li>Staff compensation, benefits, hours, record checks, etc. (D)</li> </ul> </li> </ul>			
<b>Self-Assessment:</b>	<i>Meets Standard</i> <i>Working on Standard</i> <i>Not Yet Addressed</i> <i>N/A</i>		

Strategies/Plan to work toward or to meet Standard:

---



---



---

**Element 6.2 Schedule**

**Standard 6.2.1** The program schedule is consistent enough to establish a routine, yet offers flexibility to meet the individual or situational needs of all participants.

Indicators: (Must meet all indicators)		YES	NO
<ul style="list-style-type: none"> <li>Program structure is consistent and predictable (O)</li> </ul>			
<ul style="list-style-type: none"> <li>Activities and project are sequential with clear steps and progressions (O)</li> </ul>			
<ul style="list-style-type: none"> <li>Young people go through several activities or segments in a program day (O)</li> </ul>			

<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>
-------------------------	-----------------------	----------------------------	--------------------------	------------

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Category 6: Program Structure

#### Element 6.3 Curriculum Activities

**Standard 6.3.1:** Program curriculum/activities are intentionally planned to align with the mission and goals of the program and promote the development of all young people.

Indicators: (Must meet 3 of 4 indicators)	YES	NO
• The mission of the program is repeatedly stressed at all planning meetings (D&O)		
• Staff are aware of, and communicate, how each activity works towards achieving program goals (O)		
• Programs foster a sense of belonging and membership to the organization (O)		
• Program activities are consistent with mission and philosophy (O)		

<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>
-------------------------	-----------------------	----------------------------	--------------------------	------------

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Category 6: Program Structure

#### Element 6.3 Curriculum Activities

**Standard 6.3.4** The program provides activities that engage young people in hands-on, interactive activities.

Indicators: (Must meet 3 of 4 indicators)	YES	NO
• The program utilizes learning strategies that engage the creativity of young people (O)		
• Participants are involved in hands-on learning (O)		
• Participants are involved in project-based learning (O)		
• Program allows young people to master new skills (O)		

<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>
-------------------------	-----------------------	----------------------------	--------------------------	------------

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 7: Governance					
Element 7.1 Board of Directors/Advisory Council					
Standard 7.1.1 Organization has a Board/Advisory Council and the members' roles and responsibilities are written and well-defined.					
Indicators: (Must meet all indicators)				YES	NO
<ul style="list-style-type: none"> <li>The By-Laws include Board/Advisory Council members roles and responsibilities (D)</li> <li>There is a published regular Board/Advisory Council meeting schedule (no less than once a year) (D)</li> <li>New Board/Advisory Council Members receive a Handbook (D)</li> </ul>					
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>	

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category 8: Relationships					
Element 8.2 Staff					
Standard 8.2.2 Staff relates to all young people in positive ways.					
Indicators: (Must meet 6 of 7 indicators)				YES	NO
<ul style="list-style-type: none"> <li>Staff relationships with young people are positive, supportive, nurturing and consistent (O)</li> <li>Staff treat young people with respect, listen to what they say and respond to all young people with acceptance (O)</li> <li>Staff place high values on exhibiting mutual assistance, respect, patience, and consistently meeting high expectations (O)</li> <li>Confidentiality guidelines are made clear and all commitments of confidentiality made by staff are scrupulously kept (D&amp;O)</li> <li>Young people are able to depend on staff being prepared and on-time (O)</li> <li>Staff can frequently be observed smiling and offering positive affirmations for appropriate children's behavior (O)</li> <li>Positive affirmations are in the form of encouragement rather than simple praise, and include reflective listening, inquiry with open-ended questions, and setting of additional goals (O)</li> </ul>					
<b>Self-Assessment:</b>	<i>Meets Standard</i>	<i>Working on Standard</i>	<i>Not Yet Addressed</i>	<i>N/A</i>	

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Category 8: Relationships****Element 8.2 Staff****Standard 8.2.3** Staff encourages young people to make positive choices and to develop personal responsibilities.**Indicators: (Must meet 3 of 4 indicators)****YES****NO**

- Staff provide appropriate mentoring and/or role modeling (O)
- Staff set appropriately high expectations for young people (O)
- Staff help young people make informed choices (O)
- Staff encourage young people to support and respect one another (O)

**Self-Assessment:***Meets Standard**Working on Standard**Not Yet Addressed**N/A*

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Element 8.4 Family****Standard 8.4.2** The program fosters positive, regular communication with families in a variety of formats.**Indicators: (Must meet all indicators)****YES****NO**

- Staff offer orientation sessions for families (D&O)
- Policies require that staff and family members communicate with each other about the well-being of the young person (D&O)
- The program disseminates regular communications with parents and guardians concerning program activities, as well as strategies that promote positive youth development, e.g., newsletters, orientations, open houses, phone calls, and, when appropriate, home visits (D&O)

**Self-Assessment:***Meets Standard**Working on Standard**Not Yet Addressed**N/A*

Strategies/Plan to work toward or to meet Standard: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please, briefly describe the process used to complete the self-assessment.



✓ **Checklist for Minimum Quality Standards for Louisville Out of school Time Programs**

Agency Name: \_\_\_\_\_

Assessor/ Job Title: \_\_\_\_\_/\_\_\_\_\_

	<b>Standard Met</b>	<b>Working on Standard</b>	<b>Not Yet Addressed</b>
<b>Category 1: Environment</b>			
Standard 1.1.2: Environment is physically accessible to children youth, staff and families with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Category 2: Program Evaluation</b>			
Standard 2.1.1: Measurable goals are aligned with the organizations vision and mission statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2.1.3: Programs are systemically evaluated for effectiveness and satisfaction by young people, staff and parents/guardians at least annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Category 3: Safety, Health and Nutrition</b>			
Standard 3.2.1: Staff supervise young people at all times to ensure their safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.2.2: Staff is trained in CPR and First Aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.2.3: Staff identifies documents and reports suspected abuse and neglect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.2.4: Program space is kept free of health or safety hazards and the outdoor and/or indoor space meets or exceeds local health and safety guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.2.5: For programs that provide transportation, there are established written policies to ensure the safety of staff and young people; and the program complies with all legal requirements for vehicles and drivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Category 4: Professional Development</b>			
Standard 4.2.1: Volunteers are trained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4.3.2: Opportunities for ongoing training are provided in order to engage and retain qualified staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Category 5: Program Management</b>			
Standard 5.1.1: Administration provides fiscal management and program oversight through sound budgeting and accounting principles. The program maintains a budget and accounting system with accurate records of funds, both received and dispersed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Category 5: Program Management Continued**

Standard 5.2.1: A standard hiring process is implemented that ensures all staff (paid and unpaid) have the personal attributes, ability to learn needed skills and professional qualifications appropriate for their position.

☐
☐
☐

Standard 5.2.2: Staff is provided with an orientation that includes a review of the job description, personnel policies, program policies, mission and goals, procedures and quality standards.

☐
☐
☐

Standard 5.3.1: The organization has a manual of all policies and procedures that is distributed and/or available to staff, young people, families, schools and community members.

☐
☐
☐

Standard 5.3.3: The program maintains an appropriate staff/participant ratio based on the ages and abilities of young people and/ or types of activities.

☐
☐
☐

Standard 5.3.4: The program maintains accurate records of participants, staff and volunteers.

☐
☐
☐

**Category 6: Program Structure**

Standard 6.2.1: The program schedule is consistent enough to establish a routine, yet offers flexibility to meet the individual or situational needs of all participants.

☐
☐
☐

Standard 6.3.1: Program curriculum/activities are intentionally planned to align with the mission and goals of the program and promote the development of all young people.

☐
☐
☐

Standard 6.3.4: The program provides activities that engage young people in hands-on, interactive activities.

☐
☐
☐

**Category 7: Governance**

Standard 7.1.1: Organization has a Board/Advisory Council and the member's roles and responsibilities are written and well-defined.

☐
☐
☐

**Category 8: Relationships**

Standard 8.2.2: Staff relates to all young people in positive ways.

☐
☐
☐

Standard 8.2.3: Staff encourages young people to make positive choices and to develop personal responsibilities.

☐
☐
☐

Standard 8.4.2: The program fosters positive, regular communication with families in a variety of formats.

☐
☐
☐

## Quality Improvement Plan

### Louisville Quality Standards for Out of School Time Programs

Organization: \_\_\_\_\_

Name of person(s) completing Plan: \_\_\_\_\_

Current Date: \_\_\_\_\_ Target Date to complete Action Plan: \_\_\_\_\_

Quality Standards that need to be improved:

- 
- 
- 

Desired outcome (with improvement):

Challenges:

- 
- 
- 

Action Steps:

Person Responsible:

Target Date:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_